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ABSTRACT

Pearce Academic Center for Excellence, Project PACE, involved one English/language arts teacher providing individualized instruction in the mechanics of basic English (e.g., parts of speech, rules on capitalization and punctuation, spelling, sentence writing, and library and dictionary skills) to grade seven and eight retainees in language arts classes at Pearce Junior High School, Austin, Texas. This document contains the 1984-85 final technical report on Project PACE, responding to the following questions: (1) what is Project PACE; (2) how well was it implemented; and (3) what effects did it have on the students? An Executive Summary lists the major findings and the major findings requiring action. The appendices include: (1) Iowa Tests of Basic Skills test results; (2) Student Records (students served, grade point average, attendance, and discipline); and (3) staff interviews. (PN)

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PEARCE ACADEMIC CENTER FOR EXCELLENCE (PACE):

1984-85 Final Technical Report

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PEARCE ACADEMIC CENTER FOR EXCELLENCE (PACE):

1984-85 Final Technical Report

Secretary:
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PAINTING PICTURES OF DISTRICT PROJECTS, 1984-85: PEARCE ACADEMIC CENTER FOR EXCELLENCE (PACE)

EXECUTIVE SUMMARY

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MAJOR POSITIVE FINDINGS

1. Grade point averages (GPA's) for students in PACE increased by 10.9 points in language arts and 2.9 points overall between 1983-84 and 1984-85.
2. Attendance improved overall for eighth graders between 1983-84 and 1984-85.
3. After five months of PACE instruction, students' average growth exceeded five months in vocabulary, spelling, and capitalization.
4. Staff thought the program had a positive impact on the students served.

MAJOR FINDINGS REQUIRING ACTION

1. The number of absences overall increased for seventh graders between 1983-84 and 1984-85.
2. Discipline incident rates increased between 1983-84 and 1984-85, especially for seventh graders.
3. After five months of PACE instruction, students' average growth was less than five months in reading comprehension, punctuation, and usage.

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PACE

WHAT IS THE PEARCE ACADEMIC CENTER FOR EXCELLENCE (PACE)?

Staff: One English/language arts teacher

Campuses, Grade Levels, Subject Areas:

Seventh and eighth grade language arts classes at Pearce Junior High School

Students Served:

Students served had to have been retained the previous year or have multiple failing grades and have parents' permission to change schedules to be in the class.

At the end of the 1984-85 school year, the number enrolled in PACE was:

- Eleven seventh graders (five of these added during the year; three others left the program during the year)
- Fourteen eighth graders (two of these entered during the year)

Budget:

Allocation	:$50,000	
Expenditure	:$24,099	
Cost Per Student	:$ 964	(based on 25 students in program at the end of the year)

Methods:

- A great deal of individualized instruction (possible in a small class)
- An emphasis on the basics (e.g., parts of speech, rules on capitalization and punctuation, spelling, sentence writing, library and dictionary skills)
- Detailed book reports weekly
- Strict discipline and behavior modification to address behavior problems in class (rewards such as movies and field trips on Fridays)

Duration:

- Two-hour blocks--one for seventh and one for eighth graders
- Students received credit for one hour of reading and one of language arts

Special Materials:

- Newspapers
- Magazines
- Scope English Anthology
- Scope Grammar/Composition and Workbook
- Scholastic Scope
- Globe Spelling
- Out-of-adoption textbooks

HOW WELL WAS PROJECT PACE IMPLEMENTED IN 1984-85?

PACE was supposed to consist of a reading and language arts section and a mathematics and science section. The reading and language arts section was implemented as planned. However, a teacher was not found who was suitably qualified to teach both mathematics and science.

Three problems arose during the year.

- The program did not get under way until the middle of September. By this time the students had already been to their classes and, consequently, had to drop other classes to be able to join the PACE class. The teacher reported that this caused a little resentment and lack of cooperation from some students.
- The teacher who started the program left after two months. This meant hiring a new teacher and having the students get used to a new way to teaching at mid-year.
- Seven students were admitted into the class in the middle of the year while three dropped out. For both the old and new students, there was a period of adjustment which did not provide the best learning atmosphere.

WHAT EFFECTS DID PROJECT PACE HAVE ON THE STUDENTS?

Achievement

The students were tested with the Iowa Tests of Basic Skills Tests (ITBS) in October and February. Findings are based on the results from the reading and language arts tests.

Overall pretest scores for students who were in the program at the beginning of the year were very close to grade level (see Figure 1). Pretest scores for students who entered the program late were not available since they were not tested during the special testing in October. Thus, their posttest scores could not be used in the calculation of PACE's year-long impact.

Statistical tests were considered inappropriate because of the small number of students served. Reviewing the scores shows a wide variation in students' growth.

Caution should be taken when looking at the results because:

- There were only five months between the pre- and posttest;
- The fact that two teachers served the students in the five months between the pre- and posttests could have affected gains made; and
- The small sample size makes fluctuation in gains more likely.

A review of individual students' scores shows a mixed pattern of growth by subtest (see Figure 1). Only 2 of 18 students showed growth greater than expected for all tests taken.

	STUDENT	VOCABULARY PRE-TEST	VOCABULARY POST-TEST	VOCABULARY GAIN	READING PRE-TEST	READING POST-TEST	READING GAIN	SPELLING PRE-TEST	SPELLING POST-TEST	SPELLING GAIN	CAPITALIZATION PRE-TEST	CAPITALIZATION POST-TEST	CAPITALIZATION GAIN	PUNCTUATION PRE-TEST	PUNCTUATION POST-TEST	PUNCTUATION GAIN	USAGE PRE-TEST	USAGE POST-TEST	USAGE GAIN
GRADE 7	1	5.9			7.1			6.5			7.4			8.7	8.3	- .4	7.5	8.8	+1.3
	2	6.8	6.6	- .2	6.8	5.2	-1.6	6.0	4.7	-1.3	7.0	3.5	-3.5	6.1	7.0	+ .9	7.5	7.6	+ .1
	3	6.8	7.3	+ .5	6.5	7.3	+ .8	6.7	6.9	+ .2	4.0	5.8	+1.8	5.0	4.4	- .6	7.1	7.3	+ .2
	4		5.5			5.6		8.1	8.4	+ .3	7.0	8.8	+1.8	6.1	7.6	+1.5	6.0	6.0	0
	5	8.1	9.3	+1.2	5.9	5.0	- .9	5.9	7.2	+1.3	7.4	7.3	- .1	6.7			6.7		
	6	7.4	7.5	+ .1	6.9	6.0	- .9	8.8	9.8	+1.0	7.4	8.8	+1.4	7.0	8.6	+1.6	7.1	6.7	- .4
GRADE 8	1	6.4	7.9	+1.5	6.4	8.3	+1.9	6.0	5.1	- .9	5.7	4.1	-1.6	6.4	6.1	- .3	4.7	4.6	- .1
	2	8.7	9.4	+ .7	7.5	9.4	+1.9	7.5	9.3	+1.8	6.5	7.2	+ .7	3.9	8.2	+4.3	8.3	9.7	+1.4
	3	4.2	4.5	+ .3	3.8	5.7*		2.1	4.8	+2.7	5.7	4.1	-1.6	3.1	3.1	0	3.9	2.8	-1.1
	4	7.8	8.5	+ .7	8.9	8.1	- .8	8.9	10.7	+1.8	6.5	7.2	+ .7	8.9	7.9	-1.0	10.4	8.0	-2.4
	5	10.3	10.3	0	10.6	9.9	- .7	8.5	9.6	+1.1	9.8	10.7	+ .9	8.9	11.6	+2.7	10.0	9.7	- .3
	6	9.8	9.4	- .4	7.3	9.0	+1.7	8.7	8.4	- .3	9.1	9.5	+ .4	10.1	7.9	-2.2	8.0	7.3	- .7
	7	8.6	9.0	+ .4	8.2	8.6	+ .4	10.1	12.4	+2.3	9.8	11.4	+1.6	10.1	9.9	- .2	11.5	11.7	+ .2
	8	5.8	6.5	+ .7	5.7	7.2	+1.5	5.8	6.4	+ .6	3.9	5.4	+1.5	5.9	5.6	- .3	6.3	7.0	+ .7
	9	8.4	10.6	+2.2	9.2	9.3	+ .1	7.5	8.8	+1.3	7.4	8.0	+ .6	8.6	7.5	-1.1	8.6	7.3	-1.3
	10	7.5	8.5*		5.9	8.1*		6.9	6.8*		5.7	2.8*		6.4	6.5	+ .1	5.5	8.4	+2.9
	11	9.4	10.3	+.9	7.2	7.0	- .2	8.1	7.1	-1.0	6.1	4.5	-1.6	7.8	6.9	- .9	9.3	7.0	-2.3
	12	6.4			6.1			5.6			6.9			7.1	9.2	+2.1	5.9	7.3	+1.4

Figure 1. INDIVIDUAL GRADE EQUIVALENT SCORES FOR STUDENTS WITH PRE- AND POSTTEST SCORES FOR AT LEAST ONE SUBTEST. Gains not calculated if students had special circumstance scores.

One measure of the program's success in terms of achievement is students' growth between the October pretest and February posttest (five months). Low achievers nationwide gain an average of eight grade equivalent months per year of instruction. Therefore, PACE could be considered successful in areas in which over half the students gained over four months. The figure which follows illustrates the pattern of gains for each subtest greater and less than expected for all students tested.

	Vocabulary			Reading Comprehension			Spelling			Capitalization			Punctuation			Usage		
	< 4 mos.	4 mos.	> 4 mos.	< 4 mos.	4 mos.	> 4 mos.	< 4 mos.	4 mos.	> 4 mos.	< 4 mos.	4 mos.	> 4 mos.	< 4 mos.	4 mos.	> 4 mos.	< 4 mos.	4 mos.	> 4 mos.
Seventh	2	0	2	3	0	1	3	0	2	1	0	3	2	0	3	4	0	1
Eighth	3	1	6	4	1	4	3	0	7	3	1	6	9	0	3	8	0	4
Total	5	1	8	7	1	5	6	0	9	4	1	9	11	0	6	12	0	5

Figure 2. NUMBER OF STUDENTS GAINING LESS THAN FOUR MONTHS, FOUR MONTHS, AND MORE THAN FOUR MONTHS OF INSTRUCTION. Special circumstance scores not included in calculations.

More students gained over four months in these areas:

- Vocabulary,
- Spelling, and
- Capitalization.

More students gained less than four months in these areas:

- Reading Comprehension,
- Punctuation, and
- Usage.

Overall, it appears that:

- The program had mixed impact on achievement, with best growth overall in vocabulary, spelling, and capitalization;
- Eighth graders made better gains than seventh graders; and
- Only 2 of 18 students showed consistent gains across areas tested.

Discipline

Discipline rates were compared for the first five six weeks of 1983-84 and 1984-85 for all PACE students. The program did not seem to be beneficial in this area. The total number of discipline incidents was:

- Seven for seventh graders in 1983-84 and 28 in 1984-85; an increase of 21 incidents.
- Nine for eighth graders in 1983-84 and 10 for 1984-85; an increase of one incident.

The teacher felt that discipline had improved in his classroom although he was not sure whether discipline had improved in the students' other classes.

Attendance

When attendance rates were compared for the first five six weeks of 1983-84 and 1984-85, the findings were:

- For seventh graders, there was an increase in the total number of absences for the group. They went from 202 in 1983-84 to 222 in 1984-85--an increase of 20 absences or 1.5 absences per student on the average.
- There was a substantial decrease in the number of absences between years for eight graders. They went from 161 to 106 absences--a decrease of 55 absences or 3.9 absences per student on the average.

Thus, it would appear that PACE might have had an impact on the attendance rate of eighth graders but not on seventh graders. The teacher indicated some students may have skipped other classes but come to his.

GRADE POINT AVERAGE (GPA)

	OVERALL			LANGUAGE ARTS CLASSES		
	1983-84	1984-85	DIFFERENCE	1983-84	1984-85	DIFFERENCE
Seventh N=7	67.7	72.3	+ 4.6	62.1	73.8	+ 11.7
Eighth N=15	71.6	73.7	+ 2.1	64.4	74.9	+ 10.5

Figure 3. OVERALL AND LANGUAGE ART CLASSES' GRADE POINT AVERAGE FOR 1983-84 AND 1984-85 FOR SEVENTH AND EIGHTH GRADE PACE STUDENTS. Includes those with a GPA for both years.

When overall GPA and GPA for language arts classes were compared for the first five six weeks of 1983-84 and 1984-85, the findings were:

- Seventh graders on the average gained 4.6 points on the overall GPA and 11.7 points in the language arts GPA.
- Eight graders on the average gained 2.1 points on the overall GPA and 10.5 points in the language arts GPA.
- Overall, grade point averages increased by 10.9 points in language arts and 2.9 points overall between 1983-84 and 1984-85.

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Turner, B. O. and Schuyler, N. B. PEARCE ACADEMIC CENTER FOR EXCELLENCE (PACE): 1984-85 final technical report. Austin, TX: Office of Research and Evaluation (Publication No. 84.43), Austin Independent School District, June, 1985.

The final technical report describes the procedures employed in the implementation of Project PACE as well as the results.

PACE

Appendix A

IOWA TESTS OF BASIC SKILLS (ITBS)

PROJECT PACE
IOWA TESTS OF BASIC SKILLS (ITBS)

Purpose

The ITBS was used to answer the following decision and evaluation questions.

Decision Question D1. Should PACE be continued as is, modified or discontinued?

Evaluation Question D1-1. Did students gain more than would be expected in reading and language arts?

Procedure

Test scores were used as a measure of improvement in reading and language arts throughout the school year. The pre- and posttest scores were used as the measure on the basis of the number of months gained between both tests. The ITBS Form 8 language arts and reading tests were administered in October as the pretest and the ITBS Form 7 tests in February as the posttest.

The ITBS Form 8 reading and language arts tests were administered by the District Priorities evaluation associate during a special testing session in October. The reading tests were given on October 3 and the language tests on October 5. School activities prevented us from giving the tests on consecutive days. The tests were then hand scored, and the raw score, percentile and grade equivalent calculated for each student. The results were sent to the PACE teacher, PACE principal and Assistant Superintendent for Secondary Education.

The ITBS Form 7 tests were administered by members of the Office of Research and Evaluation testing staff during the regular testing sessions on February 12-14. During this session the PACE students took all the tests. However, only the results for the reading and language tests were considered for this evaluation. The tests were computer-scored and the same information calculated. The test results were sent to the school as is customary each year.

Originally, a special administration of the ITBS Form 8 in April was planned as the posttest. However, because of additional work assigned, it was not possible to give the test at this time. Thus, the Form 7 test given in February to all students was used as the posttest.

Once all scores were available, the pre- and posttest scores for each reading and language arts' subtest for each student were compared and the gain calculated. If one of the scores was missing for a subtest or a special circumstance marked on any of the scores that result was not considered. The expected gain was four grade equivalent months. Five months had actually passed; four months was considered the expected gain because low achievers nationally tend to gain eight months per year of instruction.

A tally was made of the number of students gaining less than four months, four months, or over four months. We also looked at the mean grade equivalent scores for the pre- and posttest for both grades. Posttest mean scores for those without a pretest were calculated separately.

Results

Sample

During the October testing, 8 seventh and 12 eighth graders took at least one of the tests. During the April testing, 11 seventh and 14 eighth graders took at least one of the tests. The pre- and posttest scores for the seventh and eighth grade PACE students are shown in Attachment A-1 and A-2, respectively.

A summary of the number of students gaining more than four months, less than four months, and four months of instruction between the pre- and posttest is shown in Figure A-1. Only those students with a pre- and posttest score were figured into the summary. If a student had both scores but one or both were believed not valid (special circumstances plus one loss of 3.5 years), then they were not taken into account in the calculations. Given the nature of the class, it was expected that about half the students' scores would increase by more than four months and half would increase by less than four months (equivalent to eight months per year of instruction--the national norm for low achievers).

	Vocabulary			Reading Comprehension			Spelling			Capitalization			Punctuation			Usage		
	< 4 mos.	4 mos.	> 4 mos.	< 4 mos.	4 mos.	> 4 mos.	< 4 mos.	4 mos.	> 4 mos.	< 4 mos.	4 mos.	> 4 mos.	< 4 mos.	4 mos.	> 4 mos.	< 4 mos.	4 mos.	> 4 mos.
Seventh N = 4-5	2	0	2	3	0	1	3	0	2	1	0	3	2	0	3	4	0	1
Eighth N = 9-12	3	1	6	4	1	4	3	0	7	3	1	6	9	0	3	8	0	4
Total N = 13-17	5	1	8	7	1	5	6	0	9	4	1	9	11	0	6	12	0	5

Figure A-1. NUMBER OF STUDENTS GAINING LESS THAN FOUR MONTHS, FOUR MONTHS, AND MORE THAN FOUR MONTHS OF INSTRUCTION.

- The test areas where more students' gained over four months were:
  - Vocabulary,
  - Spelling,
  - Capitalization.
- The test areas where more students gained less than four months were:
  - Reading Comprehension,
  - Punctuation,
  - Usage.

We also looked at the mean grade equivalent (GE) scores for the pre- and posttest for seventh and eighth graders. Again, only those with valid scores for both test dates were included (see Figure A-2). The small sample sizes make large variations in average gains more likely.

		Vocabulary	Reading Comprehension	Spelling	Capitalization	Punctuation	Usage
7th	Pretest Mean GE	(N = 4) 7.3	(N = 4) 6.5	(N = 5) 7.1	(N = 4) 6.5	(N = 5) 6.6	(N = 5) 7.0
	Posttest Mean GE	7.7	5.9	7.4	7.7	7.2	7.3
	Difference	+.4	-.6	+.3	+1.2	+.6	+.3
8th	Pretest Mean GE	(N = 10) 7.9	(N = 9) 7.9	(N = 10) 7.3	(N = 10) 7.1	(N = 12) 7.3	(N = 12) 7.7
	Posttest Mean GE	8.6	8.5	8.3	7.2	7.5	7.6
	Difference	+.7	+.6	+1.0	+.1	+.2	-.1

Figure A-2. MEAN GRADE EQUIVALENT FOR STUDENTS WITH PRE- AND POSTTEST SCORES.

Eighth graders made better gains between the pre- and posttest than seventh graders. Seventh graders showed their best average gains in capitalization; eighth graders' best average gains were in spelling, vocabulary and reading comprehension.

Figure A-3 shows the mean grade equivalent for those students who entered the program late and had only a posttest score. All posttest scores except vocabulary for eighth graders were lower than the pretest scores for students who entered the program at the beginning of the year. This suggests that maybe these students were lower achievers than those initially in the program and perhaps had even a greater need for it. Also they missed some initial instruction.

		Vocabulary	Reading Comprehension	Spelling	Capitalization	Punctuation	Usage
7th	Posttest Mean GE	(N = 5) 6.4	(N = 5) 5.3	(N = 5) 5.9	(N = 5) 4.8	(N = 5) 6.2	(N = 5) 6.7
8th	Posttest Mean GE	(N = 2) 8.2	(N = 2) 6.7	(N = 2) 6.2	(N = 2) 6.5	(N = 2) 6.3	(N = 2) 6.4

Figure A-3. MEAN GRADE EQUIVALENT FOR POSTTEST FOR STUDENTS WHO ENTERED THE PROGRAM LATE.

Because of the small number of students in the program, no statistical test was used to measure the level of significance of the findings.

A review of individual students' scores (see Attachment A-1 and A-2) reveals that:

- At the seventh grade level, all students showed a mixed pattern of increases and decreases in percentile scores;
- At the eighth grade level, 10 of 12 showed mixed patterns; two showed gains in all areas for which they had scores.
- Thus, only two students out of 18 with pre- and posttest scores showed consistent gains across areas tested.

The fact that two teachers served the students in the five months between the pre- and posttests could have affected gains made.

PEARCE ACADEMIC CENTER FOR EXCELLENCE
IOWA TESTS OF BASIC SKILLS SCORES

SEVENTH GRADE

STUDENT		VOCABULARY RS	VOCABULARY GE	VOCABULARY %ILE	READING RS	READING GE	READING %ILE	SPELLING RS	SPELLING GE	SPELLING %ILE	CAPITALIZATION RS	CAPITALIZATION GE	CAPITALIZATION %ILE	PUNCTUATION RS	PUNCTUATION GE	PUNCTUATION %ILE	USAGE RS	USAGE GE	USAGE %ILE
# 1	Pretest		5.9	27		7.1	48		6.5	39		7.4	53		8.7	73		7.5	54
	Posttest		-			-			-			-			8.3	60		8.8	65
	Gain														-.4			+1.3	
# 2	Pretest		6.8	43		6.8	43		6.0	32		7.0	47		6.1	33		7.5	54
	Posttest		6.6	33		5.2	13		4.7	11		3.5**	5		7.0	43		7.6	50
	Gain		-.2			-1.6			-1.3			-3.5			+.9			+.1	
# 3	Pretest		6.8	43		6.5	37		6.7	42		4.0	8		5.0	19		7.1	49
	Posttest		7.3	47		7.3	47		6.9	40		5.8	24		4.4	11		7.3	46
	Gain		+.5			+.8			+.2			+1.8			-.6			+.2	
# 4	Pretest		-			-			8.1	64		7.0	47		6.1	33		6.0	34
	Posttest		5.5	17		5.6	18		8.4	62		8.8	65		7.6	51		6.0	29
	Gain		-			-			+.3			+1.8			+1.5			0	
# 5	Pretest		8.1	67		5.9	27		5.9	30		7.4	53		6.7	42		6.7	43
	Posttest		9.3	81		5.0	13		7.2	45		7.3	47		-	-		-	-
	Gain		+1.2			-.9			+1.3			-.1			-	-		-	-
# 6	Pretest		7.4	54		6.9	44		8.8	75		7.4	53		7.0	47		7.1	49
	Posttest		7.5	49		6.0	24		9.8	83		8.8	65		8.6	64		6.7	38
	Gain		+.1			-.9			+1.0			+1.4			+1.6			-.4	
# 7	Pretest		5.2	17		6.1	31		-	-		-	-		-	-		-	-
	Posttest		-	-		-	-		-	-		-	-		-	-		-	-
	Gain		-	-		-	-		-	-		-	-		-	-		-	-
# 8	Pretest		6.1	30		5.7	25		-	-		-	-		-	-		-	-
	Posttest		-	-		-	-		-	-		-	-		-	-		-	-
	Gain		-	-		-	-		-	-		-	-		-	-		-	-

**Score suspect--deleted from analyses

PEARCE ACADEMIC CENTER FOR EXCELLENCE
IOWA TESTS OF BASIC SKILLS SCORES

SEVENTH GRADE

STUDENT		VOCABULARY RS	VOCABULARY GE	VOCABULARY %ILE	READING RS	READING GE	READING %ILE	SPELLING RS	SPELLING GE	SPELLING %ILE	CAPITALIZATION RS	CAPITALIZATION GE	CAPITALIZATION %ILE	PUNCTUATION RS	PUNCTUATION GE	PUNCTUATION %ILE	USAGE RS	USAGE GE	USAGE %ILE
# 9	Pretest	-	-		-	-		-	-		-	-		-	-		-	-	
	Posttest	5.3	14		4.8	11		5.2	16		2.5	1		7.6	51		5.4	22	
	Gain	-	-		-	-		-	-		-	-		-	-		-	-	
#10	Pretest	-	-		-	-		-	-		-	-		-	-		-	-	
	Posttest	5.5	17		4.3	6		5.0	16		6.6	35		6.2	30		7.3	46	
	Gain	-	-		-	-		-	-		-	-		-	-		-	-	
#11	Pretest	-	-		-	-		-	-		-	-		-	-		-	-	
	Posttest	8.6	69		6.2	27		6.0	28		5.8	24		6.2	30		5.7	25	
	Gain	-	-		-	-		-	-		-	-		-	-		-	-	
#12	Pretest	-	-		-	-		-	-		-	-		-	-		-	-	
	Posttest	5.5	17		4.6	7		5.6	22		3.5	5		4.4	11		6.0	29	
	Gain	-	-		-	-		-	-		-	-		-	-		-	-	
#13	Pretest	-	-		-	-		-	-		-	-		-	-		-	-	
	Posttest	6.9	38		6.6	34		7.6	51		5.5	21		6.5	34		9.2	73	
	Gain	-	-		-	-		-	-		-	-		-	-		-	-	

EIGHTH GRADE

PEARCE ACADEMIC CENTER FOR EXCELLENCE
IOWA TESTS OF BASIC SKILLS SCORES

STUDENT		VOCABULARY RS	VOCABULARY GE	VOCABULARY %ILE	READING RS	READING GE	READING %ILE	SPELLING RS	SPELLING GE	SPELLING %ILE	CAPITALIZATION RS	CAPITALIZATION GE	CAPITALIZATION %ILE	PUNCTUATION RS	PUNCTUATION GE	PUNCTUATION %ILE	USAGE RS	USAGE GE	USAGE %ILE
# 1	Pretest		6.4	22	6.4	23		6.0	21		5.7	19		6.4	27		4.7	11
	Posttest		7.9	40	8.3	46		5.1	10		4.1	5		6.1	18		4.6	10
	Gain		+1.5		+1.9			-.9			-1.6			-.3			-.1	
# 2	Pretest		8.7	58	7.5	39		7.5	41		6.5	29		3.9	5		8.3	51
	Posttest		9.4	66	9.4	65		9.3	63		7.2	35		8.2	42		9.7	65
	Gain		+.7		+1.9			+1.8			+.7			+4.3			+1.4	
# 3	Pretest		4.2	4	3.8	2		2.1	1		5.7	19		3.1	2		3.9	4
	Posttest		4.5	4	5.7*	12*		4.8	8		4.1	5		3.1	1		2.8	1
	Gain		+.3		+1.9			+2.7			-1.6			0			-1.1	
# 4	Pretest		7.8	43	8.9	62		8.9	60		6.5	29		8.9	60		10.4	77
	Posttest		8.5	50	8.1	45		10.7	81		7.2	35		7.9	39		8.0	40
	Gain		+.7		-.8			+1.8			+.7			-1.0			-2.4	
# 5	Pretest		10.3	84	10.6	87		8.5	55		9.8	70		8.9	60		10.0	72
	Posttest		10.3	80	9.9	75		9.6	67		10.7	74		11.6	90		9.7	65
	Gain		0		-.7			+1.1			+.9			+2.7			-.3	
# 6	Pretest		9.8	76	7.3	36		8.7	57		9.1	61		10.1	76		8.0	47
	Posttest		9.4	66	9.0	58		8.4	49		9.5	60		7.9	39		7.3	32
	Gain		-.4		+1.7			-.3			+.4			-2.2			-.7	
# 7	Pretest		8.6	57	8.2	50		10.1	77		9.8	70		10.1	76		11.5	89
	Posttest		9.0	57	8.6	51		12.4	97		11.4	84		9.9	69		11.7	89
	Gain		+.4		+.4			+2.3			+1.6			-.2			+.2	
# 8	Pretest		5.8	15	5.7	14		5.8	19		3.9	4		5.9	21		6.3	27
	Posttest		6.5	19	7.2	30		6.4	23		5.4	15		5.6	14		7.0	32
	Gain		+.7		+1.5			+.6			+1.5			-.3			+.7	

*Special Circumstance

EIGHTH GRADE

PEARCE ACADEMIC CENTER FOR EXCELLENCE
IOWA TESTS OF BASIC SKILLS SCORES

STUDENT		VOCABULARY RS	VOCABULARY GE	VOCABULARY %ILE	READING RS	READING GE	READING %ILE	SPELLING RS	SPELLING GE	SPELLING %ILE	CAPITALIZATION RS	CAPITALIZATION GE	CAPITALIZATION %ILE	PUNCTUATION RS	PUNCTUATION GE	PUNCTUATION %ILE	USAGE RS	USAGE GE	USAGE %ILE
# 9	Pretest		8.4	54		9.2	66		7.5	41		7.4	40		8.6	56		8.6	55
	Posttest		10.6	83		9.3	63		8.8	52		8.0	41		7.5	35		7.3	32
	Gain		+2.2			+.1			+1.3			+.6			-1.1			-1.3	
#10	Pretest		7.5	39		5.9	17		6.9	33		5.7	19		6.4	27		5.5	19
	Posttest		8.5*	50*		8.1*	45*		6.8*	28*		2.8*	1*		6.5	23		8.4	49
	Gain		+1.0			+2.2			-.1			-2.9			+.1			+2.9	
#11	Pretest		9.4	70		7.2	34		8.1	49		6.1	24		7.8	44		9.3	64
	Posttest		10.3	80		7.0	27		7.1	31		4.5	8		6.9	27		7.0	32
	Gain		+.9			-.2			-1.0			-1.6			-.9			-2.3	
#12	Pretest		6.4	22		6.1	19		5.6	17		6.9	34		7.1	35		5.9	23
	Posttest		-			-			-			-			9.2	56		7.3	32
	Gain		-			-			-			-			+2.1			+1.4	
#13	Pretest		-	-		-	-		-	-		-	-		-	-		-	-
	Posttest		9.9	73		6.6	21		5.8	17		7.6	35		5.6	14		7.3	32
	Gain		-			-			-			-			-			-	
#14	Pretest		-	-		-	-		-	-		-	-		-	-		-	-
	Posttest		6.5	19		6.8	25		6.6	25		5.4	15		6.9	27		5.4	17
	Gain		-	-		-	-		-	-		-	-		-	-		-	-

*Special Circumstance

PACE

Appendix B

STUDENT RECORDS

PEARCE ACADEMIC CENTER FOR EXCELLENCE (PACE)
STUDENT RECORDS

Purpose

Student records were used to answer the following decision and evaluation questions.

Decision Question D1. Should PACE be continued as is, modified, or discontinued?

Evaluation Question D1-2. Did PACE have an impact on grade point averages?

Evaluation Question D1-2. Did PACE have an impact on attendance?

Evaluation Question D1-4. Did PACE have an impact on discipline rates?

Procedure

The PACE students' grade report, attendance and discipline records for the first five six-weeks of 1983-84 and 1984-85 were examined to see if there was any improvement between the two years in the different categories.

We looked at the overall grade point average (GPA) and the GPA for English classes for each student for the first five six-weeks of both years to see if the PACE course made an impact on the students' GPA's.

The attendance and discipline rates were also compared for the same time period for both years.

On discipline, we were looking for any improvement in the number of incidents between years. We did not look at the seriousness of the offenses.

These notes of caution should be made in comparing student characteristics across years:

1) 1984-85 was the first year students could be denied course credit or participation in extracurricular activities if absent over five times per semester.

2) Discipline categories changed somewhat this year along with the philosophy behind suspension (especially short-term). "Unsupervised home-based instruction" means students sent home receive work to do which must be completed and the absence counts as "excused."

   The assistant principals at Pearce are the chief disciplinarians. Most students have the same one at both grades 7 and 8 (the assistant principal changes grade assignments with the students). Most PACE students had a different assistant principal in 1983-84 and 1984-85 because of their retainee status. The discipline philosophy of the assistants could vary.

3) Course difficulties may have been easier or harder for these students compared to 1983-84--most were retainees.

Results

GRADE POINT AVERAGE (GPA)

	OVERALL			LANGUAGE ARTS CLASSES		
	1983-84	1984-85	DIFFERENCE	1983-84	1984-85	DIFFERENCE
Seventh N=7	67.7	72.3	+ 4.6	62.1	73.8	+ 11.7
Eighth N=15	71.6	73.7	+ 2.1	64.4	74.9	+ 10.5

Figure B-1. OVERALL AND LANGUAGE ART CLASSES' GRADE POINT AVERAGE FOR 1983-84 AND 1984-85 FOR SEVENTH AND EIGHTH GRADE PACE STUDENTS. Includes those with a GPA for both years.

When overall GPA and GPA for language arts classes were compared for the first five six weeks of 1983-84 and 1984-85, the findings were:

- Seventh graders on the average gained 4.6 points on the overall GPA and 11.7 points in the language arts GPA.
- Eighth graders on the average gained 2.1 points on the overall GPA and 10.5 points in the language arts GPA.
- Overall, grade point averages increased by 10.9 points in language arts and 2.9 points overall between 1983-84 and 1984-85.

Attendance

When attendance rates were compared for the first five six weeks of 1983-84 and 1984-85, the findings were:

- For seventh graders, there was an increase in the total number of absences for the group. They went from 202 in 1983-84 to 222 in 1984-85--an increase of 20 absences or 1.5 absences per student on the average.

- There was a substantial decrease in the number of absences between years for eighth graders. They went from 161 to 106 absences--a decrease of 55 absences or 3.9 absences per student on the average.

Thus, it would appear that PACE might have had an impact on the attendance rate of eighth graders but not on seventh graders. The teacher indicated some students may have skipped other classes but come to his.

Discipline

Discipline rates were compared for the first five six weeks of 1983-84 and 1984-85 for all PACE students. The program did not seem to be beneficial in this area. The total number of discipline incidents was:

- Seven for seventh graders in 1983-84 and 28 in 1984-85; an increase of 21 incidents (four times greater than the previous year).

- Nine for eighth graders in 1983-84 and 10 for 1984-85; an increase of one incident.

It is unclear why seventh graders' rate increased so dramatically. The teacher felt that discipline had improved in his classroom although he was not sure whether discipline had improved in the students' other classes.

PACE

Appendix C

STAFF INTERVIEWS

PROJECT PACE
STAFF INTERVIEWS

Purpose

The staff interviews were conducted to address the following decision and evaluation questions and information needs.

Decision Question D1. Should PACE be continued as is, modified or discontinued?

Evaluation Question D1-5. To what extent was PACE implemented? Was it considered valuable by staff?

Information Need I1. What students were served by PACE and how long were they served?

Information Need I2. How was PACE structured?

Procedure

Interviews were conducted with the PACE teacher and principal to find out whether the program was considered valuable by the staff. Questions used are shown in Attachment C-1. The interviews were conducted at Pearce in March; the second PACE teacher was the one interviewed.

Results

The program was not implemented as originally planned. PACE was supposed to consist of a reading and language arts section and a math and science section. The reading and language arts section was implemented as planned. However, a teacher was not found that was suitably qualified to teach both math and science before the end of September.

The reading and language arts section consisted of two classes, one for seventh and one for eighth graders. Each class met in two-hour blocks for which students received credit for one hour of language arts and one hour of reading. The criteria used to select students was that students had to be retained the previous year and also have parents' permission to have schedules changed to be in this class.

PACE had two teachers by the end of the year. The first PACE teacher was hired at the beginning of the school year; however, the program did not actually begin until the middle of September. The two weeks prior to the beginning of the class were used for planning and ordering of materials.

Some of the materials used for this class were newspapers, magazines, Scope Grammar/Composition and Workbook, Scope English Anthology, Scholastic Scope, and Globe Spelling. After two months, the teacher left the program and a new teacher was hired.

The new teacher seemed very committed to making the program work. He kept the same materials the first teacher used, but also added a few of his own like out-of-adoption textbooks and other types of newspapers. The materials used for this class were not really any different than those used by other language arts teachers. The difference was that the PACE teacher had to spend much time teaching the basics; for example, parts of speech, rules on capitalization and punctuation, spelling, sentence writing, library and dictionary skills. The teacher also did a lot of work on reading by making the students write numerous book reports and answering detailed questions about the books. His methods of teaching were somewhat different than the first teacher's. He concentrated on modifying student behavior and tried to individualize instruction. He described his classroom as highly structured. All the students had their own set of things to do. In talking to him, the teacher had some unique ways of getting his students to do the work.

- He used peer pressure to get students to complete their work. It was announced in class if students did not complete their work.
- He was very strict with the students, sometimes resorting to threats, yet he gave them every opportunity to make up their work.
- He used a point system for positive reinforcement. Rewards included field trips and movies. The teacher would rent a current movie to show during class almost every Friday.

Some of the problems with the program were:

- The program did not get underway until the middle of September. By this time the students had already been assigned their classes and, consequently, had to drop the necessary classes to be able to join the PACE class. The teacher reported that this caused a little resentment and lack of cooperation from some students.

- Another major problem was that the teacher who started the program left after about two months. This meant hiring a new teacher and having the students get used to a new way of teaching at mid-year. The first teacher was female; the second was male.

- The teacher reported a third problem. PACE students faced some teasing and ridicule from other students who perceived PACE to be a special education class (even though this was not the case). The teacher worked to overcome this. A lot of time was spent on individual behavior modification throughout the school year. The first form used for this exercise is shown as Attachment C-2 and the second one is Attachment C-3.

- Students were admitted into the class in the middle of the year while some of the students dropped out. According to the teacher, having new students disrupted the class because the old students had to get used to the new students and vice versa. Students became rather possessive of the teacher and did not really want to share him with additional students. The seventh grade class started with eight students and the eighth grade class began with twelve students. During the year, three students dropped and nine were added. Thus, at the end of the year, there were fourteen eighth graders and twelve seventh graders.

The principal and teacher felt that the good things about the program were:

- Because of the size of the classes, it was easier for the teacher to spend more time on students' individual problems. It made it somewhat easier for students to work on their problems on a one-to-one basis.

- The students showed an increased understanding and mastering of the reading and language arts course content.

- The class gave the students an opportunity to succeed. Some students went from failing grades to passing grades; while some students improved on their ITBS scores.

- Discipline improved in the classroom. It was hard to say whether overall discipline improved in the students' other classes.

- The students became somewhat more responsible in class--they made it a point to attend the PACE class even if they skipped other classes.

Both the teacher and principal strongly believe that the program should be continued. The teacher feel that in or er for the program to continue and be successful, a person would have to be found who could be strict; yet have the type of personality that can get students to do their work. He also believes that the person should be fully committed to teach this class and have no other responsibilities. The principal indicated that the program should be continued with a smaller allocation.

INTERVIEW QUESTIONS FOR PROJECT PACE

1. How was PACE structured?

2. Was the project implemented as planned? (When did the new person come on board? Did change in staff result in change in course content, materials, emphasis, etc.?)

3. Do you think these students are performing better than they would have in "regular" courses?

   Why?

   What positive changes have you seen in the students?

What do you think has been the biggest benefit of this program for the students?

4. Were there any problems that might have affected the outcome of the project (e.g., change in staff)

5. Should the program be continued as is, modified, or could the resources be better used in another way?

6. Have there been changes in the students served? How many have been in the program all year? part of the year?

7. What are the future plans for Project Pace? (Principal only)

Name: 1st

Date:

	Writing and Reading Skills				Language Arts and Vocabulary Skills				Enrichment Skills		INDEPENDENT TIME		Remarks
	9pts	9pts	9pts	9pts	9pts	9pts	9pts	9pts	9pts	9pts	5pts	5pts	Total possible points earned 100 pts
Ignores the problems of others.													
Puts materials away and has clean environment.													
Stays in seat or designated area.													
Uses acceptable language.													
Begins assignments on time. Stays on task.													
Follows first request.													
Is on time and prepared for class!													
Assignment/Homework Completed													
Assignment/Test Scores													
BONUS													
Deductions													
TOTALS													

DATE: 3rd				
Ignores problems of others				
Keeps mouth shut - talks when appropriate				
Stays in seat				
Stays on TASK				
Follows first request				
Has Materials				
Bonus / Deduction				Total Points
Passes				

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